Background:
Lake Clarendon SS is a band 6 school with five teachers. The school is situated in the Lockyer Valley and has 126 students from various locations in the broader community area including Gatton and rural farming areas.

Commendations:
- There has been considerable progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, A Culture that Promotes Learning, Expert Teaching Team and Effective Teaching Practices.
- The Principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda focusing on explicit instruction, attendance and reading.
- A high priority has been given to professional development aimed at building teachers’ and leaders’ data literacy skills.
- School leaders place a very high priority on the ongoing professional learning of all staff members and on the development of a school wide, self-reflective culture. This is focused on improving classroom teaching by using a detailed professional learning plan aligned with the school improvement plan.
- The Principal has provided support for the development of the school pedagogical framework using the program, Creation of School Wide Pedagogy from the University of Southern Queensland (USQ).
- The school ethos is built around high expectations and a commitment to academic excellence.
- High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving feedback from each other and the Principal.
- Continue to monitor student attendance using the early intervention processes the school has developed.
- Continue to develop challenging and high order thinking strategies to cater for all students.

Recommendations:
- Further develop the whole school pedagogical framework to align with the school improvement plan with a continued focus on literacy and numeracy.
- Refine teachers’ data literacy skills to monitor the effectiveness of their teaching, to review classroom and school practices and to narrow down the strategies needed to be taught.
- Further develop the school wide self-reflective culture, with coaching and mentoring and openness to critique by colleagues, which is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching and to provide feedback.
- Further develop a school wide process for differentiation which could include differentiating how students learn, how learning is structured, what students need to learn and how students demonstrate what they know. Ensure teachers’ planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided.
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.
- Use regular data to identify appropriate starting points for teaching and to personalise teaching and learning activities. Review the school’s student goal setting process to refine links, for example, with the improvement agenda, differentiated teaching strategies, timely feedback to students, regular monitoring using data, progress reports to parents and suggestions to parents on how they can support their child’s learning, criteria sheets and exemplars.